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ABSTRACT

This manual is designed to aid training classroom staff members in training new Behavior Analysis Follow Through teachers. Behavior Analysis Follow Through was designed to meet the educational needs of low-income students in the kindergarten through third grades and was validated as an effective and exemplary educational program by the U. S. Office of Education. The program emphasizes the basic skills of reading, mathematics, spelling, and handwriting. In this manual, guidelines and schedules are offered to help set the pace for introducing trainees to new skills. In the first section, separate suggestions are given for lead teacher trainees, teacher aide trainees, and parent assistant trainees. Suggestions are also given for coaching, modeling, taking observations, and giving feedback. To help the classroom trainer to stress the most important aspects of behavior analysis teaching skills, the second section of this manual is devoted to summarizing these skills. The third section offers suggestions to help the trainer monitor trainee performance and provide supplementary training where necessary. Appendices contain checklists that help the trainer keep record of trainee progress. (CJ)

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Waukegan Behavior Analysis Follow Through Program

A Guide to Classroom Training:

A Manual for Classroom Trainers

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PREFACE

The Waukegan Behavior Analysis Follow Through Program was implemented at Carman Elementary School in the fall of 1969. Behavior Analysis Follow Through was designed by Don Bushell and his colleagues at The University of Kansas to meet the educational needs of low-income students in kindergarten through third grade. The model emphasizes the basic skills of reading, math, spelling, and handwriting. In 1977, Waukegan's program was validated by the standards and guidelines of the United States Office of Education and National Institute of Education as being an effective and exemplary education program for children from low-income families and approved for national dissemination by the Joint Dissemination Review Panel. Funding for the development as well as the dissemination was through U.S.O.E. Follow Through grants.

Brochures describing the Waukegan Behavior Analysis Follow Through Program are available to interested parties free of charge. Upon request, an Awareness Day will be arranged. Visitors will be provided with an introduction and orientation to the program, an opportunity to observe team teaching in the classroom, presentations on parent participation and comprehensive services, and the opportunity to ask questions.

Districts interested in adopting the program may obtain relevant information from the Project Director.

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INTRODUCTION

This manual is designed to aid training classroom staff members in training new Behavior Analysis Follow Through teachers. Guidelines and schedules are offered to help set the pace for introducing trainees to new skills in the classroom. Separate suggestions are given for lead teacher trainees, teacher aide trainees, and parent assistant trainees. Suggestions are given for coaching, modeling, taking observations, and giving feedback.

In order to help the classroom trainer be sure to stress the most important aspects of Behavior Analysis teaching skills, a section of this manual is devoted to summarizing these skills. Many suggestions are given to help the trainer monitor trainee performance and provide supplementary training where necessary. Numerous checklists help the trainer keep records of trainee progress.

We hope that this manual will provide useful guidelines for classroom training and help make it an enjoyable experience for both trainer and trainee.

SECTION I.

IN-CLASSROOM TRAINING

INTRODUCTION TO SECTION I.
IN-CLASSROOM TRAINING.

You are accustomed to using Behavior Analysis techniques when teaching children in the classroom. But teaching another adult to use these techniques in the classroom can, at first, appear to be a whole new story. Actually, you will find that the Behavior Analysis model can help you train new staff members just as it helps you train students.

The Behavior Analysis model provides praise and positive reinforcement for appropriate behavior; thus, trainees should be praised frequently for appropriate behaviors. The Behavior Analysis model also accepts the child where his/her skills are, gears the child's curriculum to these skills, and systematically reinforces closer and closer approximations to the terminal goals of the program. The same orientation should be directed towards trainees; that is, their skills should be assessed and one or two behaviors at a time should be singled out for change.

The schedules provided in this section offer a suggested timetable for introducing new skills to the trainee. But just as our system for teaching children is standard but flexible, the system for training new staff members should be standard in content, but flexible in pacing. So if a trainee has had previous experience with a token economy or with the math curriculum, you probably will not need to spend as much time training in those areas. Some

trainees will learn more quickly than others. In some cases you may need to spend more time shaping the desired performance by offering lots of positive reinforcement for successful approximations to it.

This chapter offers some general guidelines for training new staff members, followed by specific day-by-day procedures for training lead teachers, teacher aides, and parent assistants. These guidelines and procedures should help you both in planning the training and in being certain that it is complete.

Your skill as a Behavior Analysis teacher will be invaluable in training new teachers. We are certain that you will find many built-in reinforcers for yourself when you train new teachers, and that you will enjoy sharing your skills.

BASIC GUIDELINES FOR

IN-CLASSROOM TRAINING

These basic procedures will serve as guidelines for training new staff members:

1. Give the teacher trainee(s) a verbal overview of your behavioral objectives.

2. Model the desired teaching techniques.

   a. Teach an instructional period with the trainee watching.

   b. Discuss what you did and why you did it.

   c. Have the trainee teach. Show him/her (model) how to do things he/she is uncertain about.

   d. Praise the good things that the trainee does. Point out any improvements he/she makes.

3. On-line coaching: Give the trainee immediate feedback as he/she is teaching.

   a. Follow the trainee around as he/she teaches and watch for correct and incorrect teaching behaviors.

   b. Praise all appropriately used teaching procedures as they occur.

   c. Whenever a procedure is used incorrectly, give further instructions (prompts) on the right way to do it (be sure to work on only one behavior at a time); then wait for the trainee to do it properly, and praise immediately.

   d. Repeat above as necessary.

   e. Model a desired behavior if it is not occurring.

   f. Sum up the trainee's performance at the end of the instructional period. Begin by praising the good points, and then discuss the things that need more work.

4. Observe and coach

   a. Observe for two minutes. Then coach as in 3 above. Praise good behaviors; and shape on one or two that need improvement.

   b. Observe five minutes, then coach.

   c. Observe ten minutes, then coach.

   d. Repeat two, five or ten-minute observation and coaching segments as long as you feel it is necessary. When a trainee is doing very well with two-minute segments, move on to the five-minute observations, and so on.

5. Videotape

   a. Videotape two ten-minute sessions of the trainee's teaching performance.

   b. Go over the tapes to see how many of the training objectives were met.

   c. Watch the tapes with the trainee as soon as possible after taping.

   d. Give positive feedback.

   e. Congratulate the trainee on meeting training objectives. Single out behaviors needing improvement.

   f. Repeat the sequence until the trainee meets all training objectives.

In general, the approach suggested here involves three things: First, the desired responses are modeled; then, you "lead" the trainee, giving immediate feedback as you go; and, finally, you "test" by having the trainee try the skill without your help.

Whatever training-coaching procedures are used, observations should be taken on the Instructional Teaching Criteria observation form to determine the effectiveness of these procedures.

SUGGESTED PROCEDURES FOR

TRAINING LEAD TEACHERS IN THE CLASSROOM

(Note: Trainee should complete all quizzes before placement in regular Follow Through classroom.)

I. FIRST DAY: Prior to classroom instruction

A. Introduction:

1. Show trainee evaluation that will be filled out upon completion of training.

2. Give trainee all necessary assignments for the week.

3. Explain trainee's assignment for each day.

B. Trainee observes reading earn.

C. Trainee teaches earn (trainer gives positive feedback and specifies areas that need improvement).

D. Trainee observes token exchange or contracting activities.

E. Planning Session:

1. Review training for first day

2. Prepare for second day (discuss with trainee):

a. Token exchange and back-ups; preset prices

b. Star red words in students books

c. Red lines or contracting

d. Remediation

e. Reading manual (questions)

f. A review of Sullivan Programmed Reading and/or Phonics Primer and supplementary materials.

(Any of the assignments or review of tapes for trainee can be discussed when the teacher has free time, such as music, gym, art, etc.)

II. SECOND DAY: (tape)

A. Trainee teaches reading.

B. Videotape training session and review tape.

C. Participate in token exchange.

D. Observe planning session.

E. Trainee teaches 15 minutes (practice with material, red lines, short contracts).

F. Trainee gives vocabulary presentation, teaches 15 minutes.

G. Planning Session:

1. Review training for second day.

2. Record child placement (pages completed). Use daily schedule form.

3. Prepare for third day:

a. Two presentations (outlines) from placement.

b. Supplementary math materials

c. Spend activities

III. THIRD DAY (Tape, if taping did not take place on second day.)

A. Interchange - work on problem areas.

B. Trainee gives presentation and makes transition to book; teaches.

C. Trainee handles spend (same as second day, #3), and listens to feedback from trainer.

D. Interchange - work on problem areas with trainee.

E. Repeat 2 above.

F. Repeat 3 above.

THIRD DAY (cont.)

G. Planning Session:

1. Review training for third day.

2. Work with trainee on recording test scores; go over how scores are determined.

3. Trainee fills out remediation test (Test Analysis).

4. Prepare for fourth and fifth days:

a. presentation

b. review of math materials

c. exchange and back-ups

IV. FOURTH DAY: (tape)

A. Trainee makes math presentation.

B. Trainee teaches math earn.

C. Trainee conducts token exchange or contracting activity.

D. Videotape training session and review tape.

E. Planning Session:

1. Review training for fourth day.

2. Prepare for fifth day:

a. back-ups

b. Resource center parent assistant to instruct trainee discuss the following:

1. Modeling

2. Correcting Errors

3. Reviewing handwriting/spelling books

4. Handwriting/spelling materials

FOURTH DAY (cont.)

c. Complete tests in Follow Through office (during planning session).

d. Trainee will teach and be taped in reading. (Resource Center Lead Teacher instructs.) Self-evaluation will be part of the tape review session.

V. FIFTH DAY:

A. Trainee observes handwriting and spelling earn.

B. Trainee teaches handwriting and spelling earn.

C. Trainee conducts token exchange or contracting activity.

D. Trainee teaches a reading earn.

E. Trainee should be videotaped in handwriting, spelling, and reading.

F. Planning Session:

1. Review training for fifth day.

2. Answer any questions about all areas of training.

3. Review final videotapes--self-evaluation of trainee.

4. Review Lead Teacher's evaluation form.

5. Hold conference with trainee--trainee signs evaluation form.

6. Fill out BIPR.

VI. REQUIREMENTS

A. Feedback should be given to trainee by trainer whenever time allows, especially after each earn is taught.

B. Be certain to give feedback and positive reinforcement to trainee at the end of each day.

C. Trainee should have been taped at least four times.

FIFTH DAY (cont.)

VII. LIST OF MATERIALS TO BE TURNED IN:

A. Instructional Teaching Criteria Observation Forms in all areas

B. Checklist for Lead Teacher Trainees

C. Exchange Period Checklist

D. Daily Planning Checklist

E. Lead Teacher Trainee Evaluation form (four copies filled out)

A SUGGESTED LEAD TEACHER TRAINEE SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Observe reading	Teach reading	Observe math	Make math presentation	Observe handwriting/ spelling
Teach reading	Videotape and review tape	Teach math	Teach math	Teach handwriting/ spelling
Observe token exchange (or contracting activities)	Participate in token exchange	Participate in token exchange	Assume responsibility for token exchange (checklist) or contracting activities	Final videotaping lead teacher-reading (self evaluation)
	Observe planning session	Lead planning session, using Planning Session Checklist*	Complete tests in Follow Through office (during planning session)	Review evaluation

*Re-taping in reading or any necessary area

SUGGESTED PROCEDURES FOR

TRAINING TEACHER AIDES IN THE CLASSROOM

(Note: Trainee should have completed all quizzes before placement into the regular Follow Through classroom.)

I. FIRST DAY: Prior to classroom instruction

A. Introduction:

1. Show trainee evaluation that will be filled out upon completion of training.

2. Give trainee all necessary assignments for the week.

3. Explain trainee's assignments for the day.

B. Trainee observes earn.

C. Trainee observes (while you explain as you proceed) a token exchange. Trainee may assist in token exchange.

D. Trainee teaches 10 minutes (give positive feedback and feedback on areas that need improvement every 1-2 minutes).

E. Trainee teaches 15 minutes (give feedback).

F. Trainee observes token exchange and back-up activities.

G. Planning Session:

1. Review concepts: glossary

2. Prepare for second day:

a. Presentation on using vocabulary concepts in appropriate chapter (see table)

b. Star red skills and concepts

c. Token exchange - red lines or contracting

d. Exchange and back-ups; preset prices

e. Math manual (questions)

f. A review of math books.

II. SECOND DAY: (Tape if possible when trainee teaches 15 minutes.)

A. Trainee observes teaching sequence (make especially aware of the use of red lines).

B. Trainee makes a 10-minute vocabulary presentation and makes the transition to books.

C. Trainee sets prices, handles token exchange, supervises back-up activity or contracting activity (also hears feedback from trainer on presentation).

D. Second Day Planning Session

1. Review training for second day.

2. Prepare for third day:

a. Reading presentation

b. Review of all Sullivan Programmed Reading and/or Phonics Primer and supplementary materials (use Reading Checklist)

c. Token exchange and back-ups

d. Math instruction of trainee by Resource Center Teacher Aide

a. Star concepts and new skills for math

b. Review math books

c. Review math materials

III. THIRD DAY:

A. Trainee observes math.

B. Trainee teaches math earn.

C. Trainee makes reading presentation (set aside from earns).

D. Trainee participates in token exchange or contracting activity.

THIRD DAY (cont.)

E. Third Day Planning Session

1. Review training for third day.

2. Prepare for fourth day:

a. Math presentation

b. Red line procedures for math/token delivery

c. Math materials (discuss)

d. Token exchange (discuss)

e. Planning session using Planning Session Checklist

f. Back-ups

IV. FOURTH AND FIFTH DAY

A. Repeat the third day activities and work on problem areas.

B. Fourth day: Retape.

C. Fifth day: Retape, if necessary.

D. Planning Sessions:

1. Review training for each day.

2. Demonstrate a BIPR.

3. Review Checklist for math.

UPON COMPLETION OF TRAINING: Fill out evaluations. Hold conference with trainee. Turn in trainee's folder to Follow Through office (Training will not be over until above information is entirely completed).

V. REQUIREMENTS

A. Trainee needs to plan and execute at least one math game for a spend time.

FOURTH DAY AND FIFTH DAY (cont.)

B. Trainee should be given all assignments for the week.

C. Trainer should give feedback to trainee when time allows, and always after each earn is taught.

D. On the second day, trainee should have progressed adequately to give three presentations; repeat the third day activities. Copies of each presentation should be placed in trainee's folder. These copies may be utilized by trainee in assigned classroom.

E. Trainer shows trainee how to compile and organize material properly for a bulletin board. Three ideas should be turned in during training period. (Suggestions for boards might include problem areas.)

F. Give feedback and positive reinforcement to trainee at the end of each day.

G. Trainee should be taped twice.

VI. LIST OF MATERIALS TO BE COMPLETED AND PUT IN TRAINEE'S FOLDER AT END OF TRAINING PERIOD:

A. Observation sheets

B. Exchange Period Checklist

C. Assignments for Math Trainees

D. Instructional Behaviors for Math

E. Math Checklist

F. Test analysis

G. Bulletin Board sketches to use in trainee's assigned classroom

H. Outline of two presentations

I. Trainee Evaluation Memo
(Trainee signs all evaluations)

ASSIGNMENTS FOR MATH TRAINEE

_____ 1. Trainee compiles sample instructions.

_____ 2. Trainee reads preface to teacher's guide, then compiles a teaching sequence to present a new concept during a ten-minute period of group instruction. The teaching sequence should:

_____ (a) Incorporate vocabulary from preface and define vocabulary.

_____ (b) Specify material to be used.

_____ (c) Require children to restate all previously learned vocabulary and symbols used in sequence.

_____ (d) Compare a new concept with a previously learned concept.

_____ 3. Test Analysis - Trainee identifies a pattern of errors on an in-book test (Sample copy in appendices).

_____ Trainee lists deficit skills that could have resulted in the pattern of errors. For each deficit skill, trainee:

_____ (a) Outlines major steps to use in teaching skill

_____ (b) Specifies and defines vocabulary to be used

_____ (c) Specifies terminal response child should make at end of remediation procedure.

These assignments are designed to give the trainee some idea of how to prepare for math instruction. The first two items should be assigned before the trainee teaches a group of children. The third item should be given after the trainee administers an in-book test.

SUGGESTED PROCEDURES FOR

TRAINING PARENT ASSISTANTS IN THE CLASSROOM

(Note: Trainee should have completed all quizzes before placement into the regular Follow Through classroom.)

I. FIRST DAY: Prior to classroom instruction.

A. Introduction:

1. Show trainee evaluation that will be filled out upon completion of training.

2. Give trainee all necessary assignments for the week.

3. Explain trainee's assignment for the day.

B. Trainee observes earn.

C. Trainee observes a token exchange (explain as you proceed).

D. Trainee teaches 10 minutes (give positive feedback and feedback on areas that need improvement every 1-2 minutes).

E. Trainee teaches 15 minutes (give feedback and coach).

F. Trainee observes token exchange and back-up activities.

G. Planning Session

1. Review training for first day.

2. Review Procedures for handwriting/spelling:

a. Golden rules

b. Placement of children

c. Materials

3. Prepare for second day:

a. Token exchange - back-ups (preset prices)

b. Red lines

c. Handwriting/spelling manuals

II. SECOND DAY: (Tape, if possible, trainee teaching for 15 minutes.)

A. Trainee observes teaching sequence (focus on red line procedures).

B. Trainee teaches ten minutes.

C. Trainee sets prices, handles token exchange, supervises activity (also hears feedback from trainer on presentation).

D. Trainee teaches 15 minutes (practice with material, red lines, short contacts).

E. Repeat 4 above as necessary.

F. Planning Session:

1. Review training for second day.

2. Prepare for third day:

a. Supplementary material as needed and check children's books

b. A review of handwriting manual for supplementary (p. 24 ff.)

c. Exchange period (spend) and back-ups

III. THIRD DAY: (Tape, if taping did not take place on the second day.)

A. Discuss problem areas.

B. Trainee conducts spend (same as second day, #3,) and listens to feedback.

C. Discuss problem areas with trainee.

D. Repeat 3 above as necessary.

E. Planning Session:

1. Review training for third day

2. Prepare for fourth and fifth days:

THIRD DAY (cont.)

a. Review materials

b. Exchange and back-ups

c. Supplementary material and check children's books

IV. FOURTH AND FIFTH DAY

A. Repeat third day activities, and work on problem areas.

B. Fourth Day: Retape trainee.

C. Fifth Day: Retape trainee, if necessary.

D. Planning Sessions

1. Review training for each day.

2. Review Handwriting/Spelling Checklist.

V. UPON COMPLETION OF TRAINING::

A. Fill out evaluations.

B. Hold conference with trainee. Trainee signs evaluation forms.

C. Turn in trainee's completed folder to Follow Through office.

Note: Training will not be over until the above information is complete.

VI. ADDITIONAL REQUIREMENTS

A. Trainer should give feedback to trainee when time allows, and always after each earn.

B. Trainee should have full understanding of the token exchange procedure, and the presetting of prices.

C. Be certain to give feedback and positive reinforcement to trainee at the end of each day.

D. Tape trainee twice.

VII. LIST OF MATERIALS TO BE COMPLETED AND IN TRAINEE'S FOLDER AT THE END OF TRAINING PERIOD:

A. Observation sheets

B. Exchange period checklist

C. Instructional behaviors for handwriting

D. Handwriting Checklist of Teaching Behaviors and Criteria

E. Trainee Evaluation Memo (4 copies filled out) trainee signs all copies).

SECTION II.

SUGGESTIONS FOR TEACHING IN PARTICULAR AREAS

A. TOKEN ECONOMY

B. CONTRACTING

C. RED LINE PROCEDURE

D. EXCHANGES AND BACK-UPS

E. PRAISING

F. COMPUTER FEEDBACK

INTRODUCTION TO SECTION II.
SUGGESTIONS FOR TEACHING IN
PARTICULAR AREAS

As a teacher in a training classroom, you have a difficult job. You not only need to know how to perform all of the Behavior Analysis teaching techniques; you also have to be able to teach others to perform them. This means that you not only need to be able to demonstrate these techniques; you must also be able to explain them to others.

This chapter offers you a concise summary of many of the most important Behavior Analysis teaching techniques: token economy, contracting, red line procedure, exchanges and back-ups, praising and computer feedback. The chapter should refresh your memory of these skills, help you to explain them to the trainee, and serve as a reminder of what should be covered during the training sessions.

TOKEN ECONOMY

When teaching a new staff member about the use of tokens in a Behavior Analysis classroom, it is a good idea to be sure that the trainee has first read A Token Manual For Behavior Analysis Classrooms.[1] In the classroom, the trainee first observes an earn in which the use of tokens is demonstrated. The trainee teaches an earn, and you observe the token delivery then give feedback.

The following is a list of particularly important teaching areas. Give feedback to trainees on each area.

1. Timing is of essence: token delivery must immediately follow the desired behavior if it is to be effective.
2. Delivery of a token should be accompanied by descriptive praise (praise along with specification the behavior that has earned the token). For example, "Excellent, Tommy, you sounded out the word 'house' very carefully."
3. The staff members should never mention tokens to the children except when announcing prices for back-ups.
4. Tokens should never be taken away unless a child puts one in his/her mouth.
5. A token system is most effective when tokens and praise are given out at the appropriate and necessary time. Staff members should watch carefully for appropriate behavior and make every effort to reinforce it as often as possible.
6. Tokens should not be delivered to a child when the staff member provides the desired answer or response.

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[1] Published by Project Follow Through, The University of Kansas, Lawrence, Kansas.

CONTRACTS

The following is a brief list of the essential points that every Behavior Analysis staff member should know about contracts. When training a new staff member to use contracts it is important to go over these items carefully and be sure that the trainee understands them before training is considered complete.

1. Contracts should be set on an individual basis.

2. Contracts are based on each child's previous performance so that it is appropriate to that child's progress rate. If a child's contract is too long, the child will not get enough reinforcement to maintain motivation to work. If a contract is too short, the child may become disruptive because of having too long a block of free time.

3. Contracts are based on objectively measured work requirements. (For example, reading and math targets.)

4. Contracts should be increased gradually as the year progresses.

5. Children can choose an activity from a variety of activities that are offered immediately upon child's completion of a contract or series of contracts.

6. Back-up activities change daily.

7. Children's completion of contracts is monitored and recorded.

8. There is an accuracy check on the completion of a contract.

9. Questions are asked upon completion of contracts covering material the child has finished or on any other material the teacher finds appropriately related to the subject.

RED LINE PROCEDURE

As a trainer of new staff members, it is important that you be sure that each trainee is knowledgeable about this material and knows how to apply it in the classroom before training is completed.

While adhering strictly to the principles of individualized instruction, red lines are placed in workbooks after carefully selecting a number of pages to be completed for each child. The number of pages occurring between red lines not only varies from child-to-child, but also from curriculum-to-curriculum. The red line procedure is designed to provide a teacher with regular accuracy checks on the children's work in the curriculum materials. Red lines should be carefully placed so that every child completes approximately the same number of red line intervals during an earn period. Thus, the red line procedure also provides the children with equal and regular opportunities to earn tokens for the work that they have completed.

Assigning Red Lines

Teachers and aides will place red lines after a specific number of pages in each child's workbook. In order to determine the appropriate red line intervals for the children, it is necessary to initially standardize the number of responses between red lines for each group. Depending on the book placement and material, red lines should occur after every 2-10 pages for each child. After a period of adaptation, the number of responses in the standard red

line interval for a group should be individualized for each child and each curriculum. These decisions should be based on the accuracy of work and the rate at which red line intervals are completed. For some children the interval will remain the same; for others, though infrequent, it will be decreased. However, for a majority of children, the red line interval will be increased. (The general strategy is to increase periodically, but cautiously, the size of the red line intervals for every child. Especially important is that the increases be made gradually.) Two to three pages should be the maximum interval increase at any one time. If it happens that a child completes fewer and fewer red line intervals because the materials have become more difficult or because the intervals have become too long, either reduce the size of the intervals for a few periods or periodically mix very short intervals with regular ones.

The optimal situation for a group of children occurs when they all reach approximately the same number of red lines during any earn period. This is desirable because it provides every child with the same number of opportunities to earn tokens. It also makes presetting prices a much simpler and more straight forward task.

As an additional practice, especially in math, red stars can can be placed by those concepts which introduce new skills or new math vocabulary words. Instruct the children to raise their hands when they reach red stars. As a general rule, praise the children

for correct responses at red stars, but do not deliver tokens. Also, before leaving a child after contacting him at a red star, require at least one correct response before leaving the child. Otherwise, there is no guarantee that the child understood your instructions or explanations.

Delivering Tokens

As a general practice, especially during the first few weeks of school, praise and give one token to a child every time he/she arrives at a red line and raises his/her hand. Avoid at all costs letting children sit idly after they have raised their hands. If you are busy checking another child's work, praise the child and give him/her a token for reaching a red line and then tell the child to go ahead and work to the next red line. Be sure to contact a child as soon as his/her hand is up, and then check the accuracy of both the red line intervals completed. Avoid making a practice of this though. If you find yourself continually putting off the same child because of a high rate of completing red lines, begin gradually to increase the size of the red line intervals.

Once children reach red lines in reading or math, tokens should be delivered for oral accuracy. Give a child the opportunity to read two sentences selected randomly from the red line interval that was just completed. Be sure to ask at least one comprehension question. A token should be delivered for each of the correct responses. Be very flexible here; tokens should also be given for

improvement over previous reading trials. If a child needs more practice on oral responding at red lines, select additional sentences for him/her to read.

In math, oral accuracy checks should be made at red lines. Select a problem that has already been worked, cover up the answer with your hand and ask the child to read the problem and answer aloud. Again, be flexible in the accuracy required to earn a token. Always reinforce improvement with a token and praise.

In handwriting, the children should be given the opportunity to earn tokens for correctly making a teacher-selected response at a red line. Point to a particular letter, word, sentence, etc., and ask the child to copy it correctly for a token. Check for correct letter formation, spacing and other copying skills. If errors occur, always give specific corrective feedback to the child. Tokens are also given for a correct response to a prompt.

Tokens will also be delivered for written accuracy at red lines in math and handwriting. The general rule of thumb for math is that tokens are given for 100% accuracy during the first accuracy check at the red line. If any errors occur, the child may be praised for making any necessary corrections, but no tokens are delivered.

The standard written accuracy criterion for earning a token in handwriting is 80% correct (4/5). For every one or two rows of work at 80% accuracy at a red line, <u>one</u> token should be delivered.

Improvement in accuracy over previous rows should be reinforced with praise and a token.

When necessary, tokens can be delivered for appropriate social behaviors. During the first few weeks of school, it is not uncommon for a teacher to deliver several tokens for desirable social behaviors during earn periods, especially to the children who have not yet acquired good study habits. Most of the back-to-school disruptive problems can be sufficiently dealt with if a teacher uses a lot of timely praise. However, for more serious disruptive problems, a teacher may want to begin shaping good work habits by reinforcing with praise and tokens any behavior that approximates on-task, work behavior.

CHART OF RECOMMENDED TOKEN DELIVERY SYSTEM

TOKENS AT RED LINES

Curriculum	Raised Hand	Oral Accuracy	Correction	Written Accuracy
Reading	One token immediately after you check to see that the child has reached the red line (after child raises hand.)	One token for sentences read correctly. One token for correctly answering each comprehension question.	Teacher should praise children's corrections in materials, tokens should <u>not</u> be delivered.	None
Math	Same as above	One token for correctly verbalizing a problem.	Same as above	Tokens for 100% accuracy during first check.
Handwriting	Same as above	None		<u>One</u> token for correctly making teacher-selected letter, word, etc. and one token for every one or two rows at 80% accuracy.

EXCHANGES AND BACK-UPS

Trainers should be sure that each trainee learns how to apply this material. A criterion checklist is included in Section III to help you evaluate trainee performance.

Exchange periods are just as important as instructional periods. Without effective exchanges, one cannot expect Behavior Analysis Follow Through to work. The Behavior Analysis model is designed to provide positive consequences for children's appropriate classroom behavior in order to increase the rate at which they acquire academic skills. Arranging the logistics of allowing each child to go outside or play a favorite game each time he responds appropriately is not possible with 30 children. The Token System solves this problem. Teachers give tokens to children after appropriate behaviors; later, the tokens are traded during an exchange period for favorite activities. Not only does the Token System deal with the complicated logistics of providing a reinforcement system for 30 children, but it builds in a buffer system for children's fluctuating likes and dislikes. Tokens can buy a great variety of activities, so tokens never lose their value and children will continue to work for them.

In order for exchanges to work well--to increase the rate that children learn--many things need to be remembered. This is why there is a lengthy list of objectives for exchanges included in the master checklist.

The children need to associate that earning tokens earns them back-up activities. If children earn tokens, then he/she can participate in fun activities. For this reason, exchange periods need to immediately follow the instructional periods. There should be no more than three consecutive earns before an exchange.

The time between the instructional period to the exchange period is known as the transition period. In the Behavior Analysis model, one objective is to maximize the amount of school time spent in instruction. For this reason transitions should take a minimum amount of time. Teachers should set a maximum time limit which is no more than five minutes for transition time. This means that exchanges need to be planned ahead, so they can run smoothly. Teachers should know who gets out back-up materials and who supervises the different activities. To make transitions fast and efficient, the first child ready to exchange should be the first to exchange. If after announcing the end of an instructional period, the back-up menu, and the prices for back-ups, the teacher gives attention only to the child who has counted his/her tokens and knows what he/she wants to exchange for. Children will quickly learn the quickest way to get to the activities they like is to be ready. On the other hand, if the teacher spends a lot of time quieting disruptive children, some children will learn that it does not matter if they are ready or not. They still have to wait until everyone else is quiet.

Children who earn no tokens or too few tokens do not trade for exchange activities, they should sit quietly, and all children should be allowed to trade even if they take a long time deciding what to buy. The Token System will only work if children learn the contingent relationship between earning tokens and spending them. Children should sit out even if it was the teacher's fault that they have earned too few tokens for back-ups. Do not blur the child's idea of the relationship of tokens and spending because of your mistake. Let the fact that a child may sit out be an incentive to you to make needed contacts during the next earn. However, children should very definitely participate in spends if they have earned enough tokens, even if they take a long time to decide what to buy. If you kept a child from spending because he/she cannot decide what back-ups to choose the child will learn that it does not matter what he/she does in earn periods, he/she may not get to spend. Let the amount of time a child can earn in an activity teach the child to make his/her mind up quickly. While the child is trying to decide on a spend item, ignore him/her and devote your attention to having a great time playing with the other children.

Teachers can be important reinforcers to children. For this reason, members of a classroom team should participate in spends. Some children will buy to participate in an activity, no matter what it is, as long as a certain teacher is also participating in that activity. As you are participating in spend activities, give praise

to children for playing cooperatively during the spend. This is a great place for teaching children social and group interaction skills not taught during instructional periods.

After an exchange, the end is announced once, and the earn begins when the first child comes to the group. The rationale here is the same as the one for trading tokens--it is efficient, smoother, faster, and teaches children to get to work quickly, if the teacher's attention is directed to the children who start working.

At the end of the day extra tokens should be collected, unless the classroom is using a lay-away system. Why should a child work the first instructional periods if he/she has tokens hidden away in his apron from yesterday, which can earn back-up activities? Therefore start each day with the children having no tokens.

A minimum of six back-ups should be offered during each exchange to provide children with a wide choice of activities. With 25-30 children, they will have a wide range of likes and dislikes. What one child will work for, another will not. Be safe by offering lots of different choices. These back-ups should be varied from day-to-day so that children do not get tired of the same old things and stop working for them. The prices of the back-ups should vary also. There should be a different process for back-ups for each back-up menu, and different prices across menus on the same items. If outside is perpetually eight tokens, a child who wants to buy outside play may work until he/she earns eight tokens and

then will stop. Prices should be the same for all children in a group to control for subjective opinions and favoritism which teachers may have. Children should not be allowed to spend in accordance with how hard a teacher thinks they worked, but in accordance with the number of tokens they earned. The tokens earned should reflect the number of appropriate responses the child made during the earn period.

Menu items should be posted before the earn to give the children a goal to work towards. These spend items should be primarily activities and not things (e.g., blocks, toys, etc.), since children do not lose interest as fast in activities. Exchange time is a time for teaching just as the instructional periods are, so back-up items should deal with academic subjects. This provides the child with the choice of the area he/she wants to work in, and does not stifle his/her creativity by forcing him to participate in any one particular activity.

PRAISING

The following explains the difference between general and descriptive praise. Also included are examples of praise and why it is more effective to use descriptive praise than general praise. Be sure that each trainee is thoroughly familiar with this material.

I. General Praise - Approval which does not specifically state what behavior is being praised.

Examples:
1. You are working nicely.
2. I like the way you are working.
3. Good math work. (We want you to be more specific than naming the subject area.)
4. That's super.
5. Terrific job in handwriting.
6. You really did that nicely.
7. Nice reading!

II. Descriptive Praise - Approval which names the response being approved. This tells the child just what it is he/she did correctly or appropriately. A list of descriptive praise statements is given in each area: reading, math, handwriting, and spelling.

A. Reading Examples

1. "Terrific Ena, 'The Sweetest Thing in the World' is the title of the story."

2. "Excellent Byron; Tommy, the snake, lives in Farmer Ned's garden."

3. "Wonderful Tim, it was Miss Smith who asked Sam and Ann to buckle their safety belts."

4. "Yes Malcolm, very good, a man that lives in Bog is a Bogling."

5. "Great Harriet, a star picture is called a constellation."

6. "Marvelous Phyllis, the opposite of 'rare' is 'common'."

7. "Good Nat, 'leap' means the same as 'jump'."

8. "I'm so proud of you Fred for locating the detail--Hercules had to perform Ten Labors."

9. "Beautiful Mark, 'enormous' means very big."

10. "Thank you Sam for answering the question--the Sahara Desert is in the Northern part of Africa."

B. Math Examples

1. "Great Anthony, your addition problem is correct, 6 + 5 = 11."

2. "Good work Marcus, your subtraction problem, 8 - 6 = 2 is correct."

3. "Regina, your multiplication problem is correct, 6 x 5 = 30. You did a fine job in multiplying."

4. "Excellent, 6 ÷ 2 = 3. Maurice, you did a great job in solving the division problem."

5. "Terrific Larry, the pie is divided into 4 equal parts."

6. "Thank you Marvin for using the abacus to find the sum of your addition problem, 6 + 6 = 12."

7. "Beautiful job, Vicki, is a less than sign."

8. "I am so proud of you Angela, you regrouped the addition problem correctly. 16 + 15 = 31."

9. "Fantastic, Kim, 5 - 3 = 2, and 2 is called the difference."

10. "Nice job David, you used the number line to find the answer to the addition problem, 7 + 8 = 15."

C. Spelling Examples

1. "Fantastic, Maya, you spelled the word arm correctly."

2. "Beautiful, Patrick, 'playing' has two syllables."

3. "Terrific Diane, e is the silent letter in the word cake."

4. "Very good, Kenny, 'ful' is a suffix."

5. "Excellent, Andre, 'somebody' is a compound word. It is two words put together to make one."

6. "I'm so proud of you LaTrice, you remembered that the ew makes the ew sound."

7. "Thank you Myron, you sounded out each vowel sound, a, e, i, o, u, correctly."

8. "Nice work, Carolyn, adding s to 'stick' makes it plural, meaning more than one."

9. "Marvelous, Lisa, you remembered to drop the final e in the word 'take' before adding ing."

D. Handwriting Examples

1. "Great, Robin, you wrote the lower case letter a perfectly."

2. "Marvelous, Brian, you remembered l is a lower case letter that is two spaces tall."

3. "Fantastic, Mary, the letter q ends with an upswing." (cursive q)

4. "Terrific Sherrian, you slanted the word 'made' and it looks very nice."

5. "Nice work, Brenda, the cursive f is two spaces tall and goes below the base line.

6. "Excellent, Sylvia, t is a lower case letter written one and one-half spaces tall."

7. "I'm so proud of you Gilbert, you traced the letter b very nicely."

8. "Thank you Eva, you joined the letters qu together beautifully."

9. "The letters in 'made' are joined together beautifully, Tom."

10. "Very good Leroy, Lee Martin's initials are written, L.M."

III. Praise Versus No Praise

A lot of studies in elementary classrooms have shown that praising children for what they did correctly increases the likelihood they will continue to do the correct thing. So, it is very important to praise children. Praise is feedback to the child. Without it, the child does not know what he/she did or does right. And, the child does not know if you really care about what he/she is doing.

IV. General Praise vs. Descriptive Praise

When a child spells a word correctly, or writes his/her name legibly, the teacher definitely needs to praise the child for what he/she did correctly. If the teacher says "good" right afterward, then the child should know that something he/she just did was correct. However, exactly what was it? The teacher knows, but does the child? To be sure the child knows, the teacher should be as specific as possible in praising. "John, you wrote your name beautifully. I'm really pleased that you made the bar in the letter h two spaces tall this time." Remember, it's extremely important to praise the children for what they did correctly. It is better to praise descriptively or specifically than to use only general praise.

COMPUTER FEEDBACK AND BI-WEEKLY INDIVIDUALIZED PROGRESS REPORT GRAPHS

One of the most important areas of Behavior Analysis a new teacher or paraprofessional can learn is good use of computer feedback on pupil progress. This can make for much more effective teaching and can also be used as a gauge for monitoring the quality of teaching from week-to-week.

Teaching staff trainees should be thoroughly instructed in filling out bi-weekly individual progress reports (BIPR) and making use of computer feedback. Be sure that the trainee reads Computer Feedback in the Behavior Analysis Classroom.[2] (Evaluation aide may instruct trainee on the BIPR computer feedback report.)

During training, have each trainee fill out a hypothetical pupil roster, then transfer the information to a BIPR report form. Following this, have each trainee transfer data from a Behavior Analysis Feedback Report to a graph that shows the progress and distribution of children's placements. Have the trainee find and underline the median placements. Show the trainee some previously prepared graphs and have the trainee interpret the data in terms of whether progress is adequate, and whether the distribution indicates that the instruction is individualized. Discuss some of the ways

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[2]Published by Project Follow Through, The University of Kansas, Lawrence, Kansas

you have used BIPR data in making classroom teaching decisions.

After a new staff member is trained, these data are a good way for the new staff member to measure the effectiveness of newly learned teaching skills. The measures of pupil progress in the classroom will also serve as a measure of the staff member's teaching progress.

Section III.

HOW TO MONITOR TRAINEE PERFORMANCE - EVALUATION AND REMEDIATION

INTRODUCTION TO SECTION III.
HOW TO MONITOR TRAINEE PERFORMANCE:
EVALUATION AND REMEDIATION

Once you have introduced the trainee to new teaching techniques and taught the trainee new skills to try out in the classroom, you are ready for the next step in the training sequence: monitoring trainee performance. This chapter is designed to help you evaluate the trainee's progress, diagnose strengths and areas needing improvement, and provide extra training where necessary. Forms for evaluating the trainee and a list of training procedures are provided.

LIST OF TESTS FOR TRAINEES

The following are tests to be taken by trainees. Tests are to be taken in the Follow Through Resource Centers.

I. Lead Teacher Trainees

A. Don Bushell Books - Behavior Analysis Teaching, Lessons 1-7 (Open book)
B. Sullivan Manual Quiz
C. Behavior Analysis Classroom Quiz (Open book)
D. Token Manual Quiz
E. Math Glossary Quiz
F. Handwriting Quiz
G. S.R.A. Spelling Quiz

II. Teacher Aide Trainees

A. Behavior Analysis Classroom Quiz (Open book)
B. Token Manual Quiz
C. Math Glossary Quiz
D. Follow Through Handbook Quiz ("What's My SH/Q?") (Open book)
E. Behavior Analysis Classroom Quiz (Open book)

Third Grade Aides also take:

F. S.R.A. Spelling Quiz
G. Handwriting Manual Quiz

III. Parent Assistant and Teacher Helper Trainees (Reading)

A. Sullivan Manual Quiz
B. Behavior Analysis Classroom Quiz (Open book)
*C. Token Manual Quiz - (Open book)
D. Follow Through Handbook Quiz ("What's My SH/Q?") (Open book)

IV. Parent Assistant and Teacher Helper Trainees (Handwriting and Spelling)

A. Behavior Analysis Classroom Quiz (Open book)
*B. Token Manual Quiz (Open book)
C. Follow Through Handbook Quiz ("What's My SH/Q?") (Open book)
D. Handwriting Quiz
E. S.R.A. Spelling Quiz

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*The Parent Trainer gives the Token Manual Quiz as part of Orientation.

V. Tests to be Computed by Lead Teacher Substitute

Tests to be taken before training is completed: (Taken in the Follow Through Office)

A. Sullivan Reading Manual Test
B. Token Manual Test
C. The Behavior Analysis Classroom (Open book test)
D. Math Glossary Test
E. Handwriting Test ("The Books and Their Contents" manual)
F. SRA Spelling Test ("Words and Patterns by SRA" manual)
G. Bushell Books (Open book test - to be completed after the completion of training.)

INSTRUCTIONAL TEACHING CRITERIA

HOW TO USE THE INSTRUCTIONAL TEACHING CRITERIA OBSERVATION FORM*

Fill out the information requested at the top of the form

I. On-Task Observation

A. Record the time the observation was begun.

B. Count the number of children in the group and write it in the space provided.

C. At one minute intervals, look at the group of children and quickly count the number of children who are on-task. At the start of minute one, you will look at the group, count the number of children who are on-task, and write that number by the number 1. Then wait one minute and again count the number of children who are on-task and write this number by the 2. Continue this procedure for ten minutes.

D. Record the time the observation ended and the total time.

E. Calculate the percent on-task.

F. When you have tried this several times, you should be able to take these observations at the same time that you take the teaching observation (described below).

II. Teaching Observation

A. Teacher/Child Contacts

1. Locate the middle part (part II) of the form labeled Teaching Observation.

2. As soon as the teacher contacts a child, decide whether the child was on-task or off-task, and make a check in the appropriate box in Column 1.

On-task contact

Off-task contact

*For more detailed information on the Instructional Teaching Criteria Observation Form see A Guide to Staff Training published by Project Follow Through, The University of Kansas, Lawrence, KS.

Instructional teaching Criteria

Observation Form

Date _____ Teacher_____Observer _____

I. ON-TASK OBSERVATION

Time Began: _____ Time Ended: _____ Total Time: _____

Number of Children in Group _____

Minutes: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

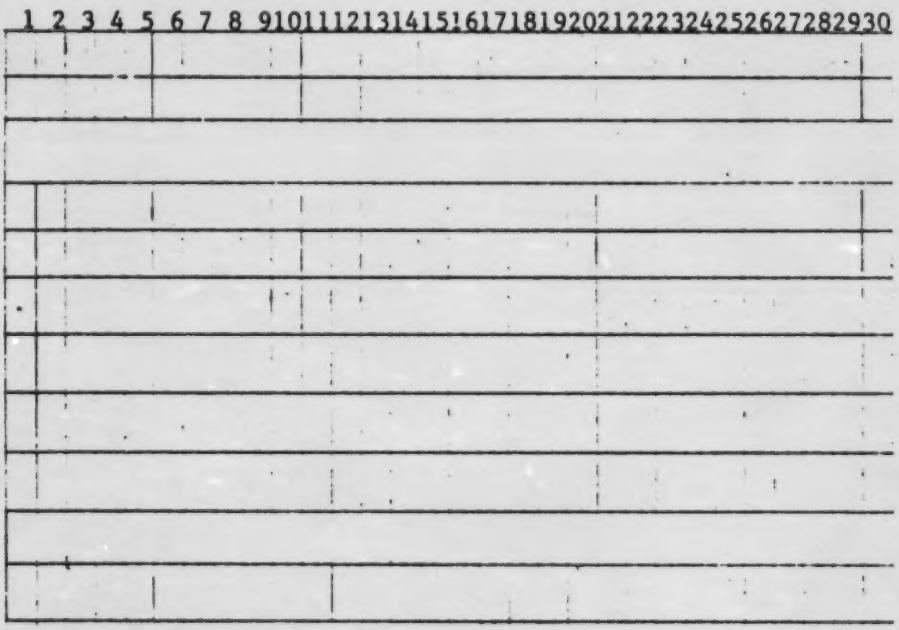
6 _____ 7 _____ 8 _____ 9 _____ 10 _____

$$\% \text{ on-task} = \frac{\text{Number of children on-task}}{\text{Number of children in group x 10 (minutes)}} = \_\_\_\_\_$$

II. TEACHING OBSERVATION

Time Began: _____ Time Ended: _____ Total Time:_____

Contacts:


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
On-task Contact
Off-task Contact
Prompt
General Praise
Descriptive Praise
Token + Praise
Token Only
Disapproval
Accuracy

III. SUMMARY: INSTRUCTIONAL TEACHING CRITERIA

80% Children On-Task	Yes	No	0% Disapprovals	Yes	No
100% On-Task Contacts	Yes	No	4 Children in group		
100% Contacts contain Praise	Yes	No	working at 80%		
100% Tokens paired with Praise	Yes	No	accuracy	Yes	No
90% Contacts with Prompts also			Time Out (if used)		
contain Descriptive Praise and			is used appropriately	Yes	No
Token	Yes	No			

3. Watch to see if the teacher makes any other responses while contacting this child. Make a check in all appropriate boxes in Column 1.

On-task contact
Off-task contact
Prompt
General Praise
Descriptive Praise
Token & Praise
Token only
Disapproval

4. Watch as the teacher contacts a second child, decide on whether the child was on-task or off-task, and make a check in the appropriate box in Column 2. Then place additional checks in column 2 for any other responses made by the teacher.

5. Each time the teacher contacts another child, move to the next column and make checks in the boxes for each response the teacher makes. (Only one check need be placed in each box.)

6. <u>How to record when the teacher praises other children for working while continuing instruction with one child.</u>

   If the teacher is working with child A, and while working with him/her, looks around the group and praises other children for working, do not score the teacher's going back to work with child A as a separate contact. For example:

   a. The teacher may contact child A and ask him/her to read. You should make checks in the boxes marked on-task contact and prompt.

On-task contact
Off-task contact
Prompt

b. While child A is reading, the teacher looks around the group and praises two other children for reading. You would make checks in columns two and three for on-task contact and general praise.

On-task contact	
Off-task contact	
Prompt	
General Praise	
Descriptive Praise	
Token & Praise	
Token Only	
Disapproval	

c. After praising the two other children, the teacher listens to child A finish reading, praises him/her for sounding out difficult words, and gives the child a token. You would go back to the column for child A and make a check for descriptive praise and for token & praise.

In this case, the teacher made three on-task contacts. The first consisted of a prompt, descriptive praise, and a token. The other two on-task contacts consisted of general praise only. Your observation form would look like the one shown to the right.

On-task contact	
Off-task contact	
Prompt	
General Praise	
Descriptive Praise	
Token & Praise	
Token only	
Disapproval	

7. Teacher-Child Contacts Not Recorded

There will be times when it is most important to record how well a teacher can handle instructional situations. If this is the case, do not record teacher-child contacts which deal with social behaviors.

EXAMPLES:

a. "Yes, you may sharpen your pencil."

b. "Thank you for raising your hand."

c. "Fred is sitting quietly."

d. "Thank you for waiting for me to come to you."

B. Accuracy Recording

1. Reading

a. Select any four children in the teacher's group.

b. Ask the first child to read three sentences to you from the last page completed.

c. While the child is reading, count the number of oral words that the child reads incorrectly. (Errors include omissions, substitutions, mispronounications.) If the child corrects an error by himself/herself, that word is considered correct.

d. Count the total number of words in the three sentences.

e. In the first large box marked "accuracy", record the number of words read correctly over the total number of words read.

f. Divide the number of words read correctly by the total words read and record this number.

g. Repeat the procedure with each of the children that you chose.

h. The goal is to have all children reading with at least 80% accuracy.

2. Math

a. Select any four children in the group.

b. For each child, count the number of problems worked correctly and the total number of problems on the last completed page. . (If the teacher is giving lots of assistance, you may need to ask the teacher to let four children work one page by themselves.)

c. Write these numbers in the accuracy boxes on the observation form.

d. Divide the number of correct problems by the total for that page and record this number.

e. Repeat the procedure for each child.

f. The goal is to have all children working with at least 80% accuracy.

3. Handwriting

a. Select any four children in the handwriting group.

b. Count the number of letters and the number of correctly formed letters on the last completed page. (All letters in words and sentences are counted individually.)

c. Write both these numbers in the accuracy boxes on the observation form.

d. Divide the number of correct letters by the total for that page and record this number.

e. Repeat the procedure for each child.

f. The goal is to have all children working with at least 80% accuracy.

C. Summary - Instructional Teaching Criteria

Use the questions at the bottom of the observation form to summarize the information collected in sections I and II of the form. This will be the basis for giving feedback to the teacher.

INSTRUCTIONAL TEACHING OBSERVATION PERFORMANCE FORM

TEACHER _____ POSITION _____

OBSERVER _____ POSITION _____

GRADE _____ DATE _____ QUARTER _____

MOTIVATION SYSTEM _____ MATERIAL _____

This form is to be used after the Instructional Teaching Criteria Observation form has been filled out and completed. This form is to give additional information and immediate feedback on the teacher's instructional teaching performance.

Indicate the teacher's level of performance in the following areas:*

		1	2	3
1.	Attitude			
2.	Enthusiasm			
3.	Advance Preparation			
4.	Control			
5.	Scanning			
6.	Contacts			
7.	Prompts			
8.	Descriptive Praise			
9.	Appropriate Completion of Red Line Praise			
10.	Red Line Prompts			
11.	Appropriate Completion of Contract Praise			
12.	Contract Prompts			
13.	Corrective Feedback			
14.	Keeping up with Classroom Pace			
15.	Presentation			
16.	Other			

Was there discussion on the teacher's Instructional Teaching performance? Yes _____ No _____ Date _____

Additional Comments: _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

* SCALE: 1 - Excellent 2 - Good 3 - Needs Improvement

CURRICULUM AREAS CHECKLIST

There is a checklist for math, reading, and handwriting. Each checklist starts with five general teaching behaviors that should occur no matter what subject is being taught.

The first general teaching behavior is zero off-task contacts. This means that a teacher should not contact children who are not engaging in appropriate classroom behavior. The rationale behind this is the research in operant learning theory that demonstrates that applying positive consequences to a behavior (praise and tokens) can serve to increase how often that behavior occurs. Whereas, removing the positive consequences (teacher attention) for a behavior will decrease how often that behavior occurs. This means that teachers should give their attention to what they like and ignore the behaviors that they do not want to see in the classroom.

The second behavior, zero inappropriate statements has the same rationale as zero off-task contacts. Inappropriate statements are usually directed at children's misbehavior. For example, "George get back to work," or "Sally that's a bad z." Again attention should follow appropriate student behavior and inappropriate behavior should be ignored.

Tokens paired with descriptive praise is the third behavior. The reason praise should be used whenever a token is given to a child is that praise is generally a positive consequence or reinforcer to a child. This means that a child will work to earn praise.

At the first of the year, giving praise with a token cues the child that tokens are important. Since praise already serves as a reinforcer for some children, and since praise always occurs with a token, the child will soon learn that tokens are important, too. On the other hand, if praise does not serve to change a child's behavior, when it follows that behavior, pairing praise with tokens can teach the child that praise is important. This is especially critical in light of fading tokens out in third grade. The criterion states that the praise accompanying tokens should be descriptive. In other words, when teachers give a child a token they should say exactly why the child earned that token. For example, "George, what good blending. You remembered what aw says." This is an efficient means of teaching a child what specific behavior you like, and prevents the situation where a child must second guess the teacher as to what is expected. It cues the child as to why he/she is receiving a token, and it lets him/her know very quickly what he/she must do in the future to earn tokens.

Not only should tokens be coupled with descriptive praise, but tokens should be taken away only when they are in a child's mouth. Only sparse use of punishment, in the form of time-outs, is used in the Behavior Analysis model. The reason for this is the adverse side effects that accompany punishment and its inefficiency as a method. (See page 84 of Behavior Analysis Teaching.) Taking a positive consequence (token) away after a behavior is punishment,

as is taxing children for different privileges like using the bathroom or an eraser. But dangerous behaviors like a child putting a token in his mouth and possibly swallowing it, cannot be ignored.

The last general teaching behavior listed is praise with each contact. As stated earlier, the Behavior Analysis model is designed to reinforce appropriate student behavior or to reinforce approximations of appropriate behavior. In any contact with a child, a teacher should find some behavior to praise. If a teaching contact is to correct a child, the child should always be praised for his/her correct responses before his/her incorrect ones are noted.

Under each curriculum area, specific behaviors for that curriculum are stated. For a rationale and explanation of each behavior, see the appropriate curriculum manual.

Reading Checklist

1. Zero off-task contacts _____
2. Zero inappropriate statements _____
3. Tokens paired with descriptive praise _____
4. Tokens taken back only if token is in child's mouth _____
5. Praise with each contact _____

PHONICS

1. On each page:
   a. Teacher points to things in random order and asks for responses from each child in random order _____
   b. Teacher prompts each child to point to appropriate item on page _____
2. Teacher uses dialogue specified in teachers manual _____
3. On tests, tokens and praise are given for social behaviors _____

SULLIVAN

1. Tokens are given for oral reading and correct answers to comprehension questions _____
2. New words in the series are starred _____
3. Teacher keeps record of problem words _____
4. Teachers remediate children through supplemental work, and do not recycle children _____

READING (cont.)

SRA READING LABORATORIES

1. Teachers prompt children to read portions of selection orally on two occasions. _____

2. Teachers prompt children to read orally two items from each exercise section. _____

3. Tokens are delivered for correct unmodeled oral reading accuracy. _____

Math Checklist

1. Zero off-task contacts _____
2. Zero inappropriate statements _____
3. Tokens paired with descriptive praise _____
4. Tokens taken back only if token is in child's mouth _____
5. Praise with each contact _____

HEATH

1. New concepts are presented in a short (10 minutes) teaching sequence developed to coincide with the progress of the most advanced student's placement. _____
2. Teacher requires child to frequently verbalize operations they are performing and to write equations from visual or oral problems. Tokens are given for these responses. _____
3. Tokens given for 100% accurate work. _____
4. Quarter-book tests are given without response prompts, hints, or models. _____
5. Remediation sequences are administered when 80% accuracy is not reached on quarter-book tests. _____

Handwriting Checklist

1. Zero off- task contacts _____
2. Zero inappropriate statements _____
3. Tokens paired with descriptive praise _____
4. Tokens taken back only if token is in child's mouth _____
5. Praise with each sentence _____

WRITING OUR LANGUAGE

1. Teacher gives discrimination prompts - asking child to pick out his best response. _____
2. Child's correct responses are circled. _____
3. Teacher gives corrective feedback - telling child what needs to be corrected. _____
4. Teacher provides supplemental work for students making excessive errors. _____
5. Teacher models correct response the first time that response occurs in the series. Child is prompted to imitate model and teacher provides feedback. _____
6. Tokens are given for correct oral or written responses. _____

VIDEOTAPING OBSERVATION FEEDBACK FORM

TEACHER_____ POSITION_____

OBSERVER_____ POSITION_____

GRADE_____ DATE_____ QUARTER _____

MOTIVATION SYSTEM_____ MATERIAL_____

Indicate the taping that is being reviewed..____ ____ ____ ____
1 2 3 4

Indicate the teacher's level of performance in the following areas:

	1	2	3
1. Attitude			
2. Enthusiasm			
3. Advance Preparation			
4. Control			
5. Scanning			
6. Contacts			
7. Prompts			
8. Descriptive Praise			
9. Appropriate Completion of Red Line Praise			
10. Red Line Prompts			
11. Appropriate Completion of Contract Praise			
12. Contract Prompts			
13. Corrective Feedback			
14. Keeping up with Classroom Pace			
15. Presentation			
16. Other			

Additional Comments_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

SCALE: 1 - Excellent
2 - Good
3 - Needs Improvement

LEAD TEACHER TRAINEE EVALUATION FORM

MASTERY OF MATERIALS

Trainee has read necessary manuals and is familiar with curriculum content.* 1 2 3 4

CLASSROOM SKILLS:

Demonstrates the ability to follow the Behavior Analysis Model . . . . . Excellent ____
Very Good ____
Good ____
Needs Improvement ____
Poor ____

Demonstrates the ability to keep children on-task using the Behavior Analysis Model . Excellent ____
Very Good ____
Good ____
Needs Improvement ____
Poor ____

Accepts and implements training teachers' directions . . . . . Excellent ____
Very Good ____
Good ____
Needs Improvement ____
Poor ____

Shows initiative (works independently). . . Excellent ____
Very Good ____
Good ____
Needs Improvement ____
Poor ____

Enthusiasm . . . . . Excellent ____
Very Good ____
Good ____
Needs Improvement ____
Poor ____

Preparation . . . . . Excellent ____
Very Good ____
Good ____
Needs Improvement ____
Poor ____

*SCALE: 1 - Excellent 3 - Very Good
2 - Very Good 4 - Needs Improvement

LEAD TEACHER EVALUATION (cont.)

Keeps up with classroom pace. . . . . Always ____
Usually ____
Sometimes ____
Almost Never ____
Never ____

Demonstrates the ability to plan exchange activities . . . . . Always ____
Usually ____
Sometimes ____
Almost Never ____
Never ____

Demonstrates the ability to participate in exchange periods . . . . . Always ____
Usually ____
Sometimes ____
Almost Never ____
Never ____

Demonstrates the ability to work with members of the teaching team--exhibits flexibility and teamwork . . . . . Excellent ____
Very Good ____
Good ____
Needs Improvement ____
Poor ____

Participates in and contributes ideas to planning sessions . . . . . Always ____
Usually ____
Sometimes ____
Almost Never ____
Never ____

Has this teacher been taped and reviewed tape? Yes ___ No____

Has this teacher shown improvement since taping? Yes____ No____

LEAD TEACHER EVALUATION (cont.)

Areas in which teacher is strongest _____

_____

Areas in which teacher needs to improve _____

_____

Trainee needs to follow-up training in the areas of:

	Reading	Math	Spelling	Handwriting
1. Attitude				
2. Enthusiasm				
3. Advance Preparation				
4. Control				
5. Scanning				
6. Contacts				
7. Prompts				
8. Descriptive Praise				
9. Appropriate Completion of Red Line Praise				
10. Red Line Prompts				
11. Appropriate Completion of Contract Praise				
12. Contract Prompts				
13. Corrective Feedback				
14. Keeping up with Classroom Pace				
15. Presentation				
16. Other				

Did trainee meet Instructional Teaching Criteria? Yes____ No____

In your opinion, is this teacher ready to assume the responsibility of working in a Follow Through Classroom? Yes___ No___

OTHER REMARKS _____

_____

_____

_____

_____

LEAD TEACHER EVALUATION (cont.)

TRAINEE HAS COMPLETED ALL QUIZZES WITH 80% OR ABOVE SCORE: _____
Date_____ (To be filled in by Resource Center office)

Suggested areas for additional training:

1. Token exchange _____
2. Contracting _____

This is to indicate that I have read and understand the above evaluation.

_____
Signature of Lead Teacher Trainee

_____
Date

LEAD TEACHER TRAINEE FOLLOW-UP EVALUATION FORM

TEACHER_____ POSITION_____

TRAINER_____ POSITION_____

Was the follow-up (second) Instructional Teaching Criteria met?

Yes____ No____ _____
Date

Additional comments _____

_____

Circle areas stated as needing improvement, according to the Lead Teacher Trainee Evaluation form:	Follow-Up Performance (check)				
	Reading	Math	Spelling	Hand-writing	Was there Improvement?
1. Attitude					
2. Enthusiasm					
3. Descriptive Praise					
4. Control					
5. Advance Preparation					
6. Scanning					
7. Contacts					
8. Prompts					
9. Red Line Prompts					
10. Contract Prompts					
11. Corrective Feedback					
12. Appropriate Completion of Red Line Praise					
13. Appropriate Completion of Contract Praise					
14. Keeping up with Classroom Pace					
15. Presentation					
16. Other					

Has the trainee made a satisfactory adjustment to the classroom?

Yes____ No____

LEAD TEACHER FOLLOW-UP EVALUATION (cont.)

Additional comments _____

_____

_____

Suggested areas for additional training:

1. Token Exchange _____
2. Contracting _____

Scale: 1 - Excellent
2 - Good
3 - Needs Improvement

PARAPROFESSIONAL TRAINEE EVALUATION FORM

TRAINEE _____ POSITION _____

TRAINER _____ POSITION _____

MASTERY OF MATERIAL:

Trainee has read necessary manuals and demonstrates familiarity with curriculum content* 1 2 3 4

Trainee has mastered materials and vocabulary necessary in her academic area to use in the classroom 1 2 3 4

CLASSROOM SKILLS:

Demonstrates the ability to use tokens and praise according to the Behavior Analysis Model . . . . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Shows initiative (works independently) . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Participates actively in spend activities. . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Accepts and implements trainer's directions . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

*SCALE: 1 - Excellent
2 - Very Good
3 - Good
4 - Needs Improvement

PARAPROFESSIONAL EVALUATION (cont.)

Trainee demonstrates the ability to maintain students on-task, using the Behavior Analysis model. . . . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Neatness - keeps materials organized in one place . . . . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Reads, studies and uses teacher's guides for academic areas . . . . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Checks student's books carefully for errors . . . . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Math, spelling, and handwriting have been checked, scored, and dated . . . . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Trainee demonstrates the ability to clearly explain directions and concepts to students . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

Demonstrates the ability to instruct students in a positive manner. . . . . Always _____
Usually _____
Sometimes _____
Almost Never _____
Never _____

PARAPROFESSIONAL EVALUATION (cont.)

Has this trainee been taped and reviewed tape? Yes _____ No_____
Improved since? Yes _____ No _____ Taping dates: _____
_____.

Areas in which trainee is strongest _____

_____

_____

Areas in which trainee needs to improve _____

_____

Trainee needs follow-up training in the areas of:

1. Attitude
2. Enthusiasm
3. Descriptive Praise
4. Control
5. Advance preparation
6. Scanning
7. Contacts
8. Prompts
9. Red Line Prompts
10. Contract Prompts
11. Corrective Feedback
12. Appropriate Completion of Red Line Praise
13. Appropriate Completion of Contract Praise
14. Keeping up with Classroom Pace
15. Presentation
16. Other

Did trainee meet Instructional Teaching Criteria? Yes ____ No ____
Date _____

In your opinion, is this trainee ready to assume the responsibilities of working in a Follow Through Classroom? Yes _____ No _____. If so, in what area? Reading _____ Math _____ Handwriting _____ Spelling.

OTHER REMARKS _____

_____

(Please use other side, if necessary)

PARAPROFESSIONAL EVALUATION (cont.)

TRAINEE HAS COMPLETED ALL QUIZZES WITH 80% OR ABOVE SCORE: _____
DATE_____ (To be filled in by Resource Center Office)

Suggested areas for additional training:

1. Token Exchange
2. Contracting
3. Handwriting
4. Spelling
5. Math
6. Reading
7. Other

This is to indicate that I have read and do understand the above evaluation.

_____
Signature of Trainee

_____
Date

PARAPROFESSIONAL TRAINEE FOLLOW-UP EVALUATION FORM

TEACHER _____ POSITION _____

TRAINER _____ POSITION _____

Was the follow-up (second) Instructional Teaching Criteria met?
Yes ____ No ____ _____
Date

Additional comments _____

_____

Circle areas indicated as needing improvement, according to Paraprofessional Trainee Evaluation memo:

		1	2	3
1.	Attitude			
2.	Enthusiasm			
3.	Descriptive Praise			
4.	Control			
5.	Advance Preparation			
6.	Scanning			
7.	Contacts			
8.	Prompts			
9.	Red Line Prompts			
10.	Contract Prompts			
11.	Corrective Feedback			
12.	Appropriate Completion of Red Line Praise			
13.	Appropriate Completion of Contract Praise			
14.	Keeping up with Classroom Pace			
15.	Presentation			
16.	Other			

Has the trainee made a satisfactory adjustment to the classroom
Yes____ No____

Additional comments _____

_____

PARAPROFESSIONAL FOLLOW-UP EVALUATION (cont.)

Suggested areas for additional training:

1. Token Exchange
2. Contracting
3. Handwriting
4. Spelling
5. Math
6. Reading
7. Other

SCALE: 1 - Excellent
2 - Good
3. Needs Improvement

EXCHANGE PERIOD CHECKLIST

OBSERVER _____ DATE_____ GRADE_____

TRAINER _____ DATE_____ GRADE_____

1. Preparation

Are back-ups planned before spend?	yes	no
Are back-up materials ready?	yes	no
Is menu posted and announced before an earn starts?	yes	no
Are prices preset, but posted after instructional period is over?	yes	no
Are prices constant for each child in the group?	yes	no
Is a team member assigned to prepare material and monitor each menu item?	yes	no

2. Menu

Are at least six items on the menu?	yes	no
Are items differently priced?	yes	no
Does menu vary from earn to earn in prices and content?	yes	no
Does menu include social activities?	yes	no
Does menu include math or reading games?	yes	no

3. Exchange

Does exchange last no more than five minutes?	yes	no
Does the first child counting his tokens buy his back-up first?	yes	no
Were children free to choose any activity for which they had enough tokens?	yes	no
Did children with too few tokens sit quietly during the exchange?	yes	no

EXCHANGE PERIOD CHECKLIST (cont.)

4. Spend

Does the classroom team participate in back-up activities?	yes	no
Does the spend period immediately follow an earn or a series of earns?	yes	no
Did teachers give approval for appropriate play during exchanges?	yes	no
At the end of the exchange, did instruction begin with the first child who came to the table?	yes	no

SUGGESTIONS FOR IMPROVEMENT _____

_____

_____

FOLLOW-UP TRAINING: PROBLEM CHECKLIST

AND SUGGESTED TRAINING PROCEDURES

I. Problem Checklist

Problem	Suggested Training Procedures (for problems noted at left)	Related Readings
1. Are 80% of children on-task?		
a. Are Contacts too long?	Observe and/or videotape teaching episode. Note length of contacts and number of contacts. Give feedback to teacher on her contacts and what she should do to Coach by cueing teacher when to break contract. Set a criteria for contact length or number of contacts. Chart mean length of contacts and/or number of contacts.	
b. Does teacher always contact children in same order?	Tell teacher if this is the problem. Coach by cueing teacher to contact children randomly. Show teacher how to reach across the table to contact working children.	
c. Is maintenance praise rate too low?	Let teacher know if maintenance praise to children is too infrequent. Videotape with teacher counting praise statements. Coaching by cueing teacher when to praise, chart praise rate, set criteria for praise rate.	

FOLLOW-UP TRAINING (cont.)

2. Does the teacher contact off-task children?	Praise teacher for on-task contacts. Videotape with teacher counting off-task contacts. Chart off-task contacts. Coach by cueing or signaling teacher when she makes off-task contacts and praising for on-task contacts.	Classroom Behavior Chapter 5 Page 76
3. Are all tokens paired with praise?	Give your feedback to teacher. Coach by cueing a teacher to give praise when she/he gives a token. Chart percent of tokens that are paired with praise. Videotape teacher then have teacher count number of tokens given without descriptive praise.	Classroom Behavior Chapter 6 Page 88
4. Does praise follow academic prompts?	Give your feedback to teacher. Coach by cueing a teacher to praise a child if he/she responds appropriately to prompts. Chart percent of prompts that are followed with praise.	Classroom Behavior Chapter 2 Pages 26-32
5. Does the teacher use disapproval?	Praise teacher for praising children appropriately. Videotape teacher then have teacher counting disapprovals. Coach by cueing teacher when she/he has used a disapproval and praise teacher for approving statements.	Classroom Behavior Chapter 5 Pages 70-74
6. Is time-out used inappropriately?	Have teachers complete related reading, then model appropriate procedures. Next, have teacher use appropriate time-out procedures.	Classroom Behavior Chapter 5 Pages 77-78

FOLLOW-UP TRAINING (cont.)

7. Is accuracy of four children chosen above 80%?	In reading, make sure teacher asks for oral reading response from each child at least once on each page. Model this. Check effectiveness of tokwn-economy. Have teacher require 80% accuracy to earn tokens. Give additional tokens for 100% accuracy. Show teacher how to determine exact nature of child's problem. Model a remediation procedure, then observe her using it. Model how to check placement of child, using in-book tests.
8. Are 80% of children on target?	Check amount of instructional time for the day. Are targets set each day? Work with teacher on organization. Are tokens used effectively? Check to see if placements are correct. Demonstrate simple in-class re-mediation strategies.

FOLLOW-UP TRAINING (cont.)

II. Training Techniques

Verbal Feedback

Using the certification observation form, a checklist, or a notepad, observe the teacher leading an earn period for at least ten minutes. Immediately afterwards, give the teacher verbal feedback stressing the good things she/he did, and matter-of-factly give feedback on what behaviors need to be changed or strengthened. Often, the teacher will be doing appropriate things, and simply needs to do them more often.

Modeling

Demonstrate the appropriate behavior with the teacher's instructional group. Have the teacher use a checklist to count specific behaviors that are being modeled for her. Then you watch while the teacher tries, and give feedback and praise.

Coaching

The trainer follows right behind the trainee as she/he teaches, and gives immediate feedback on all of her/his teaching. This is to provide positive feedback, and also to keep up a continuous and immediate stream of feedback. An adaptation of coaching is to follow a teacher and give feedback on a specific behavior. When a teacher is new to Behavior Analysis procedures, coaching is used often. As the teacher picks up most of the important teaching skills, coaching can be phased out. Coaching sessions move very quickly, and can be very effective.

Coding Videotapes

A teacher watches herself teaching on a videotape and counts the occurrences of specific behaviors that the trainer has asked her/him to note.

Setting Criterion

A trainer sets a criterion level for how often a specific behavior should occur.

(e.g., teacher is to increase percentage of on-task contacts, a trainer asks a teacher to make five contacts per minute)

FOLLOW-UP TRAINING (cont.)

III. Key Teaching Behaviors

Since the format and content of each curricula is different, some teaching procedures are specific to the materials being used. The procedures listed here are important. When you are taking observations or doing training with a teacher, check for the use of these techniques. Also, you will find information on other procedures that should be followed in teaching each curriculum by consulting the appropriate Behavior Analysis

Teaching Guide

Phonics

Teacher points to symbols in random order and asks children to respond. Teacher also has children point to appropriate item on page.

On "arrows" page, the teacher's finger follows the arrow and the response being made is the one above the finger.

Programmed Reading

Tokens are given for oral reading and correct answers to comprehension questions asked by teacher.

SRA Reading Laboratories

Teacher prompts oral reading by children from their reading selection and exercise portion of the Power Builder. Tokens are given for these responses.

Heath Math

Teacher requires frequent verbalization of math operations and written equations from visual or dictated problems. Tokens should be given for these responses.

Handwriting

Teacher asks (prompts) child to identify his best response in order to teach child to discriminate good handwriting.

Correct responses are circled. Give tokens for correct oral or written responses.

FOLLOW-UP TRAINING (cont.)

IV. Training Procedures for Exchange Criteria

If a teacher does not meet the exchange criteria, use the following suggestions to plan additional training on the proper exchange methods.

1. Give the teacher feedback on your observations.

2. Assign readings, such as The Token Manual and Classroom Behavior, Chapter 6, page 81.

3. Model an appropriate exchange period in the teacher's room or show the teacher a videotape of good exchange.

4. Work up a list of possible back-ups that contribute to skill development and help the teacher decide how to schedule them.

5. Take data on rates of teacher praise and interaction during exchange periods. Then give the teacher feedback, and set up training as needed.

6. Take data on the length of time for transitions from earn to spend. If transitions are too long (over five minutes), arrange a feedback and training procedure. Have the teacher time the length of her transitions with a stop watch and then chart the times until they are under five minutes or as specified by the trainer.

APPENDICES

Appendix I

Lead Teacher Checklists and Materials

I. Sullivan Programmed Reading

- ☐ A. Teacher's Guides
- ☐ B. Phonics Primer
- ☐ C. Word Cards
- ☐ D. Programmed Readers
- ☐ E. Response Booklets
- ☐ F. Achievement Test Booklets
- ☐ G. Activity Booklets
- ☐ H. Webstermasters'
- ☐ I. Storybooks

II. Procedures for Teaching Sullivan Programmed Reading

- ☐ A. Entry Placement of Student
  - ☐ 1. Kindergarten
  - ☐ 2. Students with Behavior Analysis Experience
  - ☐ 3. Transfer Students
  - ☐ 4. First Grade
  - ☐ 5. First, Second and Third Grades with Reading Skills
    - a. Achievement Test
    - b. Procedure for Oral Placement
- ☐ B. Accuracy Requirements
- ☐ C. Teaching Programmed Reading
- ☐ D. Contacts
  - ☐ 1. Maintenance

LEAD TEACHER CHECKLIST (cont.)

- ☐ 2. Trouble
- ☐ 3. Monitoring
- ☐ E. Starred Words
- ☐ F. Assignments for an Earn
- ☐ G. Red Line Procedure
- ☐ 1. Assigning Red Lines
- ☐ 2. Delivery of tokens at Red Lines
- ☐ H. Presentations
- ☐ I. Remediation procedures
- ☐ J. Parent Assistants

III. Supplementary and Sequential Reading Activities (extension and progression from Sullivan series)

- ☐ A. S.R.A's Reading Lab
- ☐ B. S.R.A's Reading For Understanding
- ☐ C. Ginn Reading
- ☐ D. Additional Enrichment: Superbooks, Magic Circle Books
- ☐ E. General Reading Checklist (Reading Objective Chart)
- ☐ F. Goal Chart
- ☐ G. Techniques in Teaching Comprehension

IV. Other Activities

- ☐ Planned and carried out token exchange
- ☐ Conducted contingency contracting
- ☐ Planned and carried out contracting back-up activities
- ☐ Assumed leadership of a planning session

LEAD TEACHER CHECKLIST (cont.)

- [ ] Videotape made and viewed
- [ ] Conducted a math earn
- [ ] Conducted a handwriting and spelling

LEAD TEACHER OBSERVATION CHECKLIST
IN ALL AREAS

Name _____

I. PHONICS

1. Distribution of contacts: Are the children being contacted approximately the same number of times during a phonics book lesson? _____

II. SULLIVAN READING

1. Are the tokens being delivered for correct oral responding or for improvements in oral responding at red lines? _____
2. Are the correct oral responses for which tokens are delivered unmodeled oral responses? _____
3. Are new or incorrect responses being modeled for the children after they have attempted to sound out the response? _____
4. Is corrective feedback being provided when children make incorrect responses? _____
5. During quarter-book or end-of-book tests, are the children receiving prompts, explanations, or models from the teachers? _____
6. Children are on-task 80% of the time or more _____
7. Statements of disapproval are zero for a ten-minute observation _____
8. Whenever tokens are delivered, they are accompanied by statements of praise. _____
9. Contacts (attention) only to children who are on-task. _____
10. Every monitoring (not social) contact asks for an academic oral response by the child. _____

LEAD TEACHER OBSERVATION (cont.)

III. SRA READING

1. Are the children asked to read at least two sentences from the story that they have selected? _____

2. Are the children asked to read orally at least two items from "How Well Did You Read?" and from each section of A-E of "Learn About Words?" _____

3. Do children receive tokens for oral and written accuracy? _____

4. Are tokens delivered for correct responses, oral or written, that have not been first modeled or explained by the teacher? _____

IV. HEATH MATH

1. Are tokens being delivered for the accuracy of of the children's work at red lines? (Two tokens for 100% accuracy or one token for correcting errors.) _____

2. Are tokens being delivered for the accuracy of the children's verbalizations of problems at red lines? (One token is delivered at each red line for correctly reading a problem that had not been modeled or explained.) _____

3. Are new or incorrect responses being modeled or explained for the children? _____

4. Is corrective feedback being given to the children when incorrect responses are made? _____

5. Are end-of-book or inbook tests given with no answers prompted, explained or modeled? _____

6. Children are on-task 80% of the time. _____

7. Statements of disapproval are zero for a ten minute observation. _____

8. Whenever tokens are delivered, they are accompanied by statements of praise. _____

9. Contacts (attention) only to children who are on task. _____

LEAD TEACHER OBSERVATION (cont.)

10. Every monitoring contact (not social) asks for an academic oral child response. _____

V. HANDWRITING

1. Are tokens being delivered for rows of work or red line units that are at least 80% accurate? _____

2. Are tokens being delivered at red lines for the accuracy of responses made in the presence of the teacher? (When a child reaches a red line, the teacher should select at least one response from the completed work for the child to make. If made correctly, a token should be awarded to the child.) _____

3. Are new and incorrect responses being modeled at the beginning of every new red line? _____

4. Is corrective feedback given when children make incorrect responses? _____

5. Are discrimination prompts being used correctly? (does teacher have child point to his/her best handwriting attempts?) _____

6. Children are on-task 80% of the time or more. _____

7. Statements of disapproval are zero for a ten-minute observation. _____

8. Whenever tokens are delivered, they are accompanied by statements of praise. _____

9. Contacts (attention) only to children who are on-task. _____

CHECKLIST FOR LEAD TEACHER TRAINEES

Please, indicate dates that trainee completed the following areas:

DATE

Sullivan Reading . . . . . _____

Phonics Primer (K.1) . . . . . _____

SRA (1, 2, 3, 4,) . . . . . _____

Heath Math . . . . . _____

"Writing our Language" handwriting . . . . . _____

SRA Spelling (A, B, C, D, E) . . . . . _____

Planned and carried out token exchange
(K, 1, 2) . . . . . _____

Contingency Contracting (3, 4)

Sat and "negotiated" contracts . . . . . _____

Planned and carried out contracting back-up
activities . . . . . _____

Assumed leadership of a planning session . . . _____

Videotape made and viewed . . . . . _____

PROCEDURES FOR COMPLETING SULLIVAN READING

Please use the following checklist for any student who completes Book 1 before you begin him in Book 2.

(1) Student completes Test Booklet 1 with 80% accuracy or higher score. (This test is to be administered, scored, dated, and reviewed with the student by the lead teacher.)

(2) Student reads Pins and Pans and can answer comprehension questions from prepared worksheets.

Student also reads Read and Think series, A Hip and a Hap, and a Ship and a Man and discusses comprehension questions.

(3) Student can read word list for Book 1.

When a student completes Book 2 (and any subsequent books), the same procedure as apply to the corresponding test booklets, storybooks, and word lists are to be used.

Please remember that, item #1 above, as well as all in-book tests must be administered by the lead teacher alone. If the reading parent assistant or teacher aide are to assist with items #2 and #3 while tutoring, then the lead teacher is expected to demonstrate correct procedures to them, check on the procedures used, and verify the student's ability to satisfactorily complete the above checklist.

IDEAS FOR PLANNING SESSIONS

During planning sessions the lead teacher should:

Encourage parent assistants and teacher aides to check ahead to see if they have a child who needs a new book and to get the book during planning time, and not during an earn the next day.

Encourage all members of the team to contribute ideas for spend activities - this should give each team member a feeling of being an important part of the classroom planning. At least one day a week the team should go over each child's individual progress, needs, etc.

Help handwriting teacher go over the presentation for the next day.

Work on bulletin board ideas with the team, and pick out the best ideas for use.

Work on supplementary material. Make sure the contracts are okay. Star or underline new words in curricular. Each team member should prepare and discuss lesson plans. Check the students' books to see how they are progressing.

Discuss coming activities that will take place before the next planning session, such as assemblies, educational field trips, holiday celebrations, etc.

DAILY PLANNING SESSION CHECKLIST

1. All team members attend. _____

2. Schedule for the day is specified _____

   a. Responsibilities are assigned to each team member for each period of the day. _____

   b. Behavioral objectives (social and academic) are specified for each child. _____

      1. Correction procedures are specified for problem behaviors. _____

      2. Tutoring requirements are specified. _____

   c. Record keeping duties are assigned. _____

   d. Back-up activities are selected and prepared. _____

Appendix II.

TEACHER AIDE CHECKLISTS AND MATERIALS

MATH TRAINEE CHECKLIST

Before completing training math trainee should:

☐ Be familiar with the proper way to use Heath math manuals.

☐ Understand how and when to use tutoring time.

☐ Complete Behavior Analysis test, Token Manual test, Heath math manual test, math glossary test, and handbook test (for third and fourth grades, the handwriting test is also required).

☐ Understand relationship between red lines and token exchange (K-2nd Grade).

☐ Be able to set contracts (3rd grade).

☐ Construct a math game and use it with the class as a spend activity.

☐ Complete two sample math lesson plans and execute the presentations.

☐ Be able to follow proper placement procedure.

☐ Construct a spend "menu" and direct token exchange (or contract activities)

☐ Be able to fill out BIPR and interpret progress resports.

☐ Sketch three bulletin boards and state concepts involved.

☐ Know how to run off and prepare dittomasters.

☐ Complete test analysis form.

☐ Understand the administration procedure for Heath and district tests.

INSTRUCTIONAL BEHAVIORS FOR MATH

1. Are tokens being delivered for the accuracy of the children's work at red lines? (Two tokens for 100% accuracy or one token for correcting errors.)

2. Are tokens being delivered for the accuracy of the children's verbalization of problems at red lines? (One token is delivered at each red line for correctly reading a problem that has not been modeled or explained.)

3. Are new or corrective responses being modeled or explained to the children?

4. Is corrective feedback being given to the children when they make incorrect responses?

5. Are end-of-book or inbook tests given without having the answers prompted, explained or modeled by the teaching staff?

PLACEMENT OF STUDENTS IN THE S.R.A. SPELLING BOOKS

In order to strengthen our S.R.A. spelling instruction and because the "R" book is designed for readiness, practice, and for students beginning to read, we suggest the following:

> Book "R" should be introduced to all first graders (or any new second graders) who have completed the Phonics Primer.

If you have only one parent assistant then encourage her/him to spend the majority of her/his earn times teaching spelling. We recommend that spelling be taught four days a week and handwriting one day a week.

APPENDIX III.

PARENT ASSISTANT CHECKLISTS AND MATERIALS

HANDWRITING AND SPELLING CHECKLIST

Handwriting and spelling trainees should be familiar with the proper way to use S.R.A. Spelling and Writing Our Language handwriting book, and also demonstrate knowledge of correct letter sounds. Instruct handwriting trainees on the correct use of:

1. Proofcheckers
2. Overhead visuals
3. Supplementary work
4. Handwriting paper
5. Use of the ditto machine
6. Placement of new children
7. Presentations
8. Token delivery
9. Quizzes
   a. Behavior Analysis Manual
   b. Token Manual
   c. Staff Handbook
   d. Writing Our Language/Handwriting Test
   e. S.R.A. Spelling Test
10. Red Line Procedure
11. Token Exchange and Back-Ups (Checklist)
12. Making handwriting and spelling lesson plans (two occasions)
13. BIPR
14. Bulletin board
15. Observation sheet
16. Instructional behavior for handwriting
17. Handwriting Checklist for Teaching Behavior and criteria
18. Trainee Evaluation Memo (four copies which trainee signs)

INSTRUCTIONAL BEHAVIORS FOR HANDWRITING

1. Are tokens being delivered for rows of work or red line units that are at least 80% accurate? _____

2. Are tokens being delivered at red lines for the accuracy of response made in the presence of the teacher? (When a child reaches a red line, the teacher should select one response from the completed work for the child to make. If made correctly, a token should be awarded to the child.) _____

3. Are new and/or corrective responses being modeled at the beginning of every red line? _____

4. Is corrective feedback given when children make incorrect responses? _____

WRITING OUR LANGUAGE

Directions for Student Placement

Kindergarten:	(1) Give pretest. (2) Complete pre-writing levels, then begin Book 1.
Grade 1:	For new children, pretest (Use pre-writing levels if necessary). Experienced children in Follow Through should begin Book 1.
Grade 2:	Begin Book 2.
Grade 3:	Lead teacher determines placement. (We suggest the Transition Book if child has learned manuscript skills).
Grade 4:	Begin Book 4.

DESCRIPTION OF TEACHING BEHAVIORS AND CRITERIA FOR HANDWRITING

When using the Behavior Analysis handwriting program, a teacher should show expertise in six general categories of teaching behaviors:

1. Modeling
2. Correcting errors
3. Prompting
4. Praising
5. Delivering tokens
6. Assigning red lines

Whether children are in the Behavior Analysis Phonics Primer or the Write and See books, all six teaching behaviors should be used.

I. Modeling Correct Handwriting Responses

Modeling is a very basic teaching behavior in handwriting. When assigning red lines and introducing new responses, you should first model the correct response (letter, word, sentence, etc.) on the child's paper. Modeling should always occur at the beginning of the row that introduces a new red line interval. You should attempt to preface all demonstrations with the phrase, "Watch how I make the letter. Make yours just like mine."

II. Giving Corrective Feedback

Correct feedback is a specific statement made by the teacher which tells a child how to correct a mistake. Like modeling, corrective feedback is an essential part of the teaching sequence in handwriting. Provide correct feedback to a child whenever an error occurs in the way he forms letters, spaces letters, spaces words, etc. The more specific the feedback, the more effective. For

DESCRIPTION OF TEACHING BEHAVIORS (cont.)

example, a teacher may say, "That's much better, Johnny, but you need to make this part (teacher points) of the "y" come down below the line. Try it again and this time make your line longer."

III. Prompting for Responses

Prompts are statements which instruct and questions which ask a child to make an academic response. Prompts regularly follow teacher modeling or corrective feedback. For example, a teacher will model a letter or describe an error and then say, "Okay, now you make one just like mine."

IV. Delivering Praise

Praise statements, such as, "That's a very good 't'." "You make your line very straight" should be made to a child whenever he/she makes a correct response or makes an improvement over previous responses. Like corrective feedback, make praise as specific as you can. Praise children frequently, as they reach red lines, for correct responses or as you are circling the group to keep the children working.

V. Delivering Tokens

Tokens are to be delivered to the children for reaching red lines, raising their hands, and for correct handwriting responses. As soon as you spot a child who has his hand raised at a red line, one token should be delivered. As a general rule-of-thumb, give a child one token for every row of correct responses. However, be flexible. For those children who are having difficulty with their

DESCRIPTION OF TEACHING BEHAVIORS (cont.)

assignments, a token can be awarded for improvement, e.g., for a row of work with fewer errors than in the previous row.

VI. Assigning Red Lines

The length of red line assignments (one, two or three pages of work) will vary from child to child, just as tokens delivered for accuracy do. After you have delivered tokens at a red line and have modeled the correct response again, place another red line on the child's paper after the appropriate number of rows.

The general strategy in using the red line procedure is to continually attempt to increase the number of rows of work between red lines. As children begin to show progress in handwriting, attempt to increase the number of rows assigned. However, it is a good practice to also assign only one or two rows of work when a child is just beginning a new type of handwriting response.

Circle one:

Math
Spelling
Handwriting
Reading

Teacher _____

APPENDIX IV.

DAILY RECORD SHEET

WEEK OF _____ to _____

Classroom Number _____

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
NAME	BK.	PAGE	BK.	PAGE	BK.	PAGE	BK.	PAGE	BK.	PAGE

Please, keep a record sheet for each school week with book and page number for each child. Keep the record sheets in a folder hung on the wall.

APPENDIX V.

GLOSSARY

Some Follow Through Language to Help Understand our Program

EARN	Period of time Follow Through children are working in academic materials (instruction in books).
SPEND	Time to use tokens to buy games and activities in the classroom.
TOKEN	A chip that the teacher gives to the child for good work or good behavior. (Red and white tokens are equal-used in kindergarten through second grade.)
EXCHANGE	Period when activities are announced, and child counts tokens, purchases an activity, and engages in activity.
BACK-UP	Activity or game offered during a spend time, and at the end of contracting period.
CONTRACT	A written agreement between the teacher and student for pages to be done. (Used in 3rd grade only.)
RED LINE	A mark to show completion of assignment. Time when a Follow Through teacher questions and asks the child to explain what he/she has done.

GLOSSARY (cont.)

TIME OUT	Three to five minutes when, because of poor behavior, a child cannot earn or spend tokens (K through 2nd grade), or participate in contracting or back-ups (3rd grade).
CONTACTS	a. Maintenance - Praises by the teacher to student working in academic materials during earn. b. Trouble - Student encounters difficulty in materials and raises his hand for teacher's attention. c. Monitoring - Teacher checks the child's skills and teaches additional skills.
RED STAR	Symbol used in math and reading books to indicate new words, concepts, or skills.
PROMPT	A verbal request from the teacher for a specific academic response. Example: "Read this sentence," "Write this letter," etc.
BIPR	A Bi-weekly Individualized Progress Report completed by the teacher and sent to The University of Kansas (Lawrence) to evaluate student progress.

GLOSSARY (cont.)

COMPUTER FEEDBACK	A bi-weekly report from The University of Kansas to teacher indicating progress each child has made and his future target.
TARGET	An individualized preset number of pages, determined by computerized BIPR feedback, that each child is expected to complete in two week period.

MATHEMATICS TERMINOLOGY

Addend	A number to be added. (In 3 + 2 = 5, 3 and 2 are addends.)
Addition	The operation on two numbers called addends to obtain a third number called the sum.
Average	The average of a set of numbers is the sum of the numbers divided by the number of members in the set.
Correspondence	(one-to-one) A system used to match or pair elements of two sets. Two sets are said to be one-to-one correspondence if each element of the first set is paired with one (and only one) element of the second set, and if each element of the second set is paired with one (and only one) element of the first set.
Counting Number	A number we use for counting: 1, 2, 3, ...
Digit	The basic symbols of a numeration system used to write numerals are called digits. The digits of the Arabic System are: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.
Disjoint Sets	Sets having no element in common are disjoint. For example: (1,2,3,) and (5,7) are disjoint sets.
Empty Set	The set with no members is the empty set.
Equal Sets	Two sets are equal if they consist of exactly the same members.
Equation	A sentence that contains the symbol: = Both 3 + 2 = 5 and 3 + n = 5 are equations.
Equivalent Sets	Sets that can be put into one-to-one correspondence.
Expanded Notation	Notation that shows a number such as 263 expressed as: 200 + 60 + 3; 2 hundreds, 6 tens, 3 ones; or as (2x100) / (6x10) / 3x1).

MATHEMATICS TERMINOLOGY (cont.)

Inequality	A number sentence containing one of the symbols $\neq$, $\langle$, $\rangle$ which says that two numbers are not equal.
Member	An object in a set.
Metric System	A system of units of measurement based on 10.
Multiple	A multiple of a whole number is a product of that number and any whole number.
Odd Number	A whole number is an odd number if two is not a factor of the number. For example: 1, 3, 5, and 7 are odd numbers.
Place Value	The value given to a digit because of its position in a numeral.
Place Value System	A system of numeration in which the value of a digit is determined by the place or position it occupies in the numeral.
Prime Factorization	Representation of a whole number as the product of only prime factors. For example: the prime factorization of 12 is 2 x 2 x 3.
Set	A set is a collection of things.
Standard Form	The simplest place value numeral. For example: 342 is a numeral in standard form.
Subset	Set A is a proper subset of Set B if every member of Set A is a member of set B and Set B has at least one other member. In symbols: A B.
Table Form (of a number)	A table that labels the place value of each digit. For example: hundreds tens ones / 7 5 3 if the table form of 753.
Union of Sets	The union of two sets is the set that contains all the elements of the two sets. The symbol indicates the union or putting together of two sets as illustrated below: 1,2,3 3,4,5, = 1,2,3,4,5

HANDWRITING TERMINOLOGY CHART

a - a part circle to the left one space tall with a straight line one space tall meeting both ends of the part circle

b - a straight line two spaces tall with a part circle to the right which begins slightly below the middle line and ends above the base line

c - a part circle to the left one space tall

d - a part circle to the left one space tall with a straight line two spaces tall which meets both ends of the part circle

e - a bar to the right connected with a part circle to the left, curves down, and touches the base line

f - a top hook to the left two spaces tall with a crossbar on the middle line

g - a part circle to the left one space tall with a straight line which meets both ends of the part circle, descends below the base line, and ends in a bottom hook to the left

h - a straight line two spaces tall with a hook to the right one space tall

i - a straight line one space tall with a dot over the line

j - a line one space tall which descends below the base line and ends in a bottom hook to the left, with a dot over the line

k - a straight line two spaces tall, a slant line to the left one-half space tall, and a slant line to the right one-half space tall which ends at the base line

l - a straight line two spaces tall

m - a straight line one space tall with two hooks to the right one space tall

n - a straight line one space tall with a hook to the right one space tall

o - a circle to the left one space tall

p - a straight line which descends below the base line with a part circle to the right one space tall

HANDWRITING (cont.)

q - a part circle to the left one space tall with a straight line which meets both ends of the part circle and descends below the base line

r - a straight line one space tall with a part hook to the right

s - a line one space tall which curves first to the left and then to the right

t - a straight line one and one-half spaces tall with a crossbar on the middle line

u - a line one space tall with a hook to the right at the bottom and a straight line one space tall which meets and passes the hook

v - a slant line to the right one space tall and a slant line to the left one space tall which meet at the bottom

w - slant lines to the right, left, right, and left one space tall which meet at the middle and base lines

x - a slant line to the right one space tall and a slant line to the left one space tall which cross the middle

y - a slant line to the right one space tall and a slant line to the left which meets and passes the first line and descends below the base line

HANDWRITING TERMINOLOGY CHART

A two slant lines two spaces tall which meet at the top and have a connecting bar slightly below the middle line

B a straight line two spaces tall with a part circle to the right in the top and bottom spaces

C a part circle to the left two spaces tall

D a straight line two spaces tall with a part circle to the right two spaces tall

E a straight line two spaces tall with three bars of equal length of on the three guidelines

F a straight line two spaces tall with bars of equal length on the top and middle guidelines

G a part circle to the left two spaces tall with a short bar to the right on the middle line

H two straight lines two spaces tall with a connecting bar on the middle line

I a straight line two spaces tall with short crossbars to the right on the top and base lines

J a line two spaces tall with a bottom hook to the left

K a straight line two spaces tall with a slant line to the left one space tall and a slant line to the right one space tall

L a straight line two spaces tall with a bar to the right on the base line

M two straight lines two spaces tall with a slant line to the right and a slant line to the left which start at the top of the straight lines and meet at the middle line

N two straight lines two spaces tall with a slant line to the right from the top of the first line to the bottom of the second line

O a circle to the left two spaces tall

P a circle to the left two spaces tall with a short slant bar to the right which crosses the bottom line of the circle

HANDWRITING (cont.)

Q a circle to the left two spaces tall with a short slant bar to the right which crosses the bottom line of the circle

R a straight line two spaces tall with a part circle to the right in the top space and a slant line to the right from the bottom of the part circle to the base line

S a letter two spaces tall that curves first to the left and then to the right

T a straight line two spaces tall with a crossbar to the right which crosses the straight line on the top line

U a line two spaces tall with a bottom hook to the right and a straight line two spaces tall which passes the hook and ends on the base line

V a slant line to the right two spaces tall and a slant line to the left two spaces tall which meet at the base line

W a slant line to the right, a slant line to the left, a slant line to the right, a slant line to the left two spaces tall which meet once at the top line and twice at the base lines

X a slant line to the right two spaces tall and a slant line to the left two spaces tall which cross on the middle lines

Y a slant line to the right in the top space and a slant line to the left in the top space which connect on the middle line with a straight line down one space tall

Z a bar to the right on the top line, a slant line to the left two spaces tall, and a bar to the right on the base line